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**METHODS FOR DEVELOPING SEMIOTIC COMPETENCIES IN STUDENTS
DURING THE EDUCATIONAL PROCESS**

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Annotation: This article provides information on the fields, boundaries, and types of semiotics, its significance, history, and application based on a semiotic approach for young learners in general secondary schools. It also discusses necessary pedagogical conditions, scholars and their views, branches and directions of semiotics, and its use in everyday life. In addition, the article explains how semiotic principles can be applied effectively in teaching.

Keywords: Semiotics, education, educational system, philosophy, semasiology, pragmatics, syntax.

A human being perceives, senses, and understands reality, ultimately expressing certain emotions. Therefore, sensory organs play a crucial role in obtaining perceptual knowledge, which provides an elementary understanding of the world. A person acquires perceptual knowledge through five natural means (five senses, five modalities). The two primary ones are:

1. **Visual modality (knowledge through seeing).** A person receives more than 80% of information through sight [6]. Visual perception forms imagination, which in turn generates certain emotions; these emotions are then comprehended, forming knowledge about the properties of the visualized object. At this stage, the primary role of intellect and thinking is undeniable, since visual input that is not processed through cognition cannot “animate” the image of the object [7].

2. **Auditory modality (knowledge through hearing).** This type of perceptual knowledge also cannot be complete without intellect and cognitive processing. If auditory modality is combined with visual modality (i.e., the learner both hears and sees), the effectiveness of knowledge acquisition becomes higher than when each modality operates independently.

3. When all forms of perceptual knowledge are harmonized with the learner’s intellectual abilities, educational trajectory, thinking, and cognitive qualities, the second level of knowledge acquisition—targeted (rational) learning—emerges.

Thus, in developing a semiotic approach among future primary school teachers, the formation of perceptual knowledge, followed by targeted knowledge and finally scientific worldview, serves as essential stages. Understanding basic modalities and their harmony with intellect is crucial for acquiring perceptual knowledge; within the context of this study, we refer to this harmony as **semiotic competencies**.

As observed, the semiotic competencies necessary for improving semiotic approaches in learners include:

- understanding elements of semiotic systems (texts, signs, symbols, metaphors, graphics, diagrams, gestures);
- identifying, interpreting, and transforming information encoded in signs into knowledge;
- expressing ideas through semiotic system elements (diagrams, schemes, graphics, images, metaphors);

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- multimodal thinking (communicating knowledge through images, short metaphorical texts, articulation, tone, facial expressions, emphasis, etc.);
- communicative competency (viewing the world through a child's perspective);
- meaning-making (responding with questions to stimulate thought);
- axiological and cultural competencies (revealing value-based and cultural content of topics).

To develop these competencies in learners, the following methods and techniques are recommended during the educational process:

1. “Small Group Project Work” Method

This method enhances students' experience in project design, expressing ideas through symbols, group thinking, integrative relations, analytical ability, and imagination.

Themes:

- Group 1: “Preventing water waste in your community.”
- Group 2: “Measures to prevent air pollution in your environment.”
- Group 3: “Turning the neighborhood into a clean area.”

Conditions for applying the method:

- a) The problem must be expressed schematically;
- b) The idea must be original;
- c) The idea must be clear and adequate;
- d) Presentation time: 2 minutes.

Each group presents its project. A “temporary teacher” reviews them and selects the best project for discussion. This method allows the entire group to quickly master the material and promotes the development of cognitive, professional (especially speech skills, differentiating key elements), and most importantly, semiotic competencies.

2. “Visual Analysis and Interpretation” Method

This method involves presenting material through pictures, graphs, diagrams, and other visual means, requiring students to interpret them analytically. It strengthens the ability to “read” meanings conveyed through symbols and transform them into verbal explanations. This method develops creativity, imagination, and the ability to connect signs with textual meaning.

3. “Decoding” Method

This method presents knowledge in the form of short modules or symbolic units. Students must independently construct meaning from compressed information. The method aims to develop the ability to interpret symbols, short texts, metaphors, and images, converting them into coherent knowledge—an essential semiotic skill.

4. “Comparison Diagram” (Venn Diagram) Method

Used to reveal differences or similarities between related concepts. Students learn to identify essential distinctions using a single word or symbol and express thoughts diagrammatically.

5. “Project Design” Method

This promotes independent data collection, systematization, identifying key issues, generalizing knowledge, proposing innovative ideas, and expressing them schematically. It is recommended for summarizing knowledge and forming concluding insights on specific topics or units.

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6. “Case Study” Method

This method focuses on real-life problems and developing solutions. It improves students’ ability to identify issues, analyze situations through diagrams or graphs, express differences using numbers and symbols, formulate hypotheses, and justify them with evidence.

This method is directly based on semiotic principles. Information is presented through symbols, images, and contextual signs that acquire meaning only within a specific subject context. Learners must interpret the meaning within that context, enhancing semiotic reasoning.

To improve learners’ semiotic approach, it is essential to develop and continuously enhance their semiotic competencies. The methods described above, when combined with interactive techniques, effectively develop cognitive skills, core professional qualities of future primary school teachers, and competencies required for semiotic thinking. The next paragraph of this chapter discusses in detail the main methods that contribute to developing these competencies.

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